

Regis University ePublications at Regis University

All Regis University Theses

Fall 2007

Instructional Practices that Teachers Can Use to Build Motivation in the Classroom

Sheldon S. Reynolds

Regis University

Follow this and additional works at: <https://epublications.regis.edu/theses>



Part of the [Education Commons](#)

Recommended Citation

Reynolds, Sheldon S., "Instructional Practices that Teachers Can Use to Build Motivation in the Classroom" (2007). *All Regis University Theses*. 34.

<https://epublications.regis.edu/theses/34>

This Thesis - Open Access is brought to you for free and open access by ePublications at Regis University. It has been accepted for inclusion in All Regis University Theses by an authorized administrator of ePublications at Regis University. For more information, please contact epublications@regis.edu.

Regis University
College for Professional Studies Graduate Programs
Final Project/Thesis

Disclaimer

Use of the materials available in the Regis University Thesis Collection ("Collection") is limited and restricted to those users who agree to comply with the following terms of use. Regis University reserves the right to deny access to the Collection to any person who violates these terms of use or who seeks to or does alter, avoid or supersede the functional conditions, restrictions and limitations of the Collection.

The site may be used only for lawful purposes. The user is solely responsible for knowing and adhering to any and all applicable laws, rules, and regulations relating or pertaining to use of the Collection.

All content in this Collection is owned by and subject to the exclusive control of Regis University and the authors of the materials. It is available only for research purposes and may not be used in violation of copyright laws or for unlawful purposes. The materials may not be downloaded in whole or in part without permission of the copyright holder or as otherwise authorized in the "fair use" standards of the U.S. copyright laws and regulations.

INSTRUCTIONAL PRACTICES THAT TEACHERS CAN USE TO BUILD
MOTIVATION IN THE CLASSROOM

by

Sheldon S. Reynolds

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Masters of Education

REGIS UNIVERSITY

August, 2007

ABSTRACT

Instructional Practices that Teachers can use to Build Motivation in the Classroom

All children enter school with the ability to learn but not all possess a desire to want to learn. As a result, teachers are now faced with the daunting task of creating a learning environment that fosters the development of academic motivation and achievement. Therefore, it is imperative that educators implement various strategies to increase students' willingness to learn before this lack of motivation leads to significant academic and behavioral problems. This research project uses insights from the leading researchers in the field of motivation to develop a menu of options to help teachers increase and enhance academic motivation in the classroom. The implications of these research based best practices to help build student motivation are discussed.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Project	2
Chapter Summary	3
2. REVIEW OF LITERATURE	4
What Is Motivation?	5
Intrinsic motivation	5
Extrinsic motivation	6
Achievement Goal Theory	7
Mastery Approach Orientation	8
Mastery Avoidance Orientation	8
Performance Approach Orientation	9
Performance Avoidance Orientation	9
Multiple Goal Orientation	10
Power of Perception	10
Self-Worth	11
Failure Avoidance	11
Learned Helplessness	12
Work Avoidance	12
Revenge Seekers	12
Self Efficacy	13
What can Educators do to Increase Motivation?	14
Teacher Behaviors	14
School Climate	15
Classroom Structure	16
Misconceptions	19
Classroom Management vs. Motivation	18
Cooperation vs. Competition	19
Chapter Summary	20
3. METHOD	21
Targeted Audience	21
Procedures	21
Peer Assessment	22
Chapter Summary	22
4. RESULTS	22
Chapter Summary	49

5. DISCUSSION	50
Limits of the Project	53
Suggestions for Future Developments of the Project	54
Project Summary	54
REFERENCES	56
APPENDICES	
A. Presentation Handout	59
B. Recommended Reading	69

Chapter 1

INTRODUCTION

Motivation has a powerful influence on how students react to school. The most important aspect of student academic effort and achievement in the classroom may be found in the level of motivation a student possesses to want to learn. Intrinsically motivated students work hard because they simply enjoy learning. On the other hand, extrinsically motivated students work for outside rewards based on their ability or performance. Unfortunately, also, there are students who lack any type of motivation to want to learn at all. As a result, school officials are required to develop motivation within these students who lack the skill or will to learn. Meece, Anderman, and Anderman (2006) found that educators can adjust aspects of the classroom environment to influence the development of motivation to increase student academic engagement and achievement. Leading researchers in the motivational field of study, such as Harackiewicz, Barron, Pintrich, Elliot, and Thrash (2002) stated that, “as the long history of educational reform efforts tell us, there is no magical bullet or pathway to achieve the goals of having motivated, engaged, knowledgeable, skilled, and happy students” (p. 643). Therefore, it is imperative that educators find and implement various strategies to increase student motivation before a lack of motivation in certain students leads to more than just educational problems.

Statement of the Problem

One of the biggest concerns that face educators and members of society in the beginning of the 21st Century is the lack of motivation that is present in many school age children. According to Wolk (2003), most discipline problems in school are caused by unmotivated students who are bored and restless. As a result of their inactivity, they tend to become disciplinary problems and, ultimately, an increasingly large portion drop out from school. Student dropouts are likely to be surrounded by or involved in dire situations like: (a) substance abuse, (b) teen parenthood, (c) poverty, and (d) violence. A concerted effort must be made to understand and develop motivation in students in order to alleviate the problems caused by a lack of motivation.

Purpose of the Project

The purpose of this project was to develop a menu of options to help upper elementary age teachers develop and implement an effective pedagogy in the classroom to increase and enhance students' intrinsic motivation. Since no two students are motivated to the same extent by the same activity, this researcher feels it is important to use research based best practices to develop a list of multiple strategies for immediate use in the classroom to help build student motivation. This list, in the form of a PowerPoint presentation, was offered to teachers during a professional development workshop. If the recommended strategies result in a climate that fosters the growth and development of motivation, then the students' desire to learn should increase.

Chapter Summary

School officials work daily with students whose motivational state can range from extremely high to almost nonexistent. Since the structure of an effective school environment can influence the development of motivation within students, educators have been tasked with the responsibility to establish the appropriate culture in the classroom to foster the growth of motivation and academic excellence.

The focus in Chapter 2 will be to present a review of literature on what motivation is, as well as to provide the background information used in the development of recommended instructional techniques in order to build motivation in the classroom. In Chapter 3, the focus will be to explain, in detail, the methods that will be used to develop this project.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project will be to develop a menu of options for teachers to use to build student academic motivation. Because of varying levels of motivation, children are not equal when they enter the educational system (Bartholomew, 2007). However, all students have the motivation to explore subjects when they are of personal interest. The problem is that not all students possess an academic interest to learn, and it is because of this fact that productive learning for these children will not occur in the classroom unless they find the desire to want to learn (Glynn, Aultman, & Owens, 2005; Wolk, 2003). The achievement of academic motivation is a necessity that teachers need to develop and instill in students who lack that ability. Although it is highly unlikely that there will ever be a single program that successfully resolves this need, Bartholomew indicated that there are some general suggestions that can be applied in the classroom to foster the growth of motivation in students. According to Hidi and Harackiewicz (2000), the introduction of children to different ways of thinking might produce situational interest in certain subjects. Continuous exposure to different situational interests might lead students to take a personal interest in a subject not thought of before, others will not. Nolen (1988) stated that educators “might do well to explore ways to encourage students to value learning for its own sake. Perhaps only then will our efforts to teach students effective learning strategies be met with a desire to learn and use them” (p. 285).

What Is Motivation?

Of all the different aspects that effect students' achievement in education, motivation may just be the most vital one. Motivation, as defined by Glynn et al. (2005) is a construct based on a student's interest and curiosity in a particular subject. This internal state of mind is what sustains a human being to make every effort to accomplish a predetermined goal. According to Husman and Lens (1999), a student's "total motivation is often a combination of intrinsic and extrinsic motivation" (p. 113).

Intrinsic Motivation

Self-determined involvement in a learning activity, based on personal and situational interest in a subject, is the very basis of intrinsic motivation (Hidi & Harackiewicz, 2000). Intrinsic learners are motivated by an internal desire to want to learn about what interests them personally. Wolk (2003) believed that these students tend to do well in school because of their inner passion to achieve a mastery level of understanding about specific skills. Intrinsic learners recognize the benefit of school and are more apt to become life long learners because of the natural joy obtained from learning. This could stem from the fact that personal engagement during work with an enjoyable activity is closely related with deep processing strategies wherein students apply their talents responsibly to: (a) pay more attention; (b) persist for longer periods of time; and (c) learn more in order to master a new skill (Hidi & Harackiewicz; Nolen, 1988; Ryan & Deci, 2000). Glynn et al. (2005) stated that "students who are intrinsically motivated to learn do not require incentives because the process itself is inherently motivating" (p. 153).

Extrinsic Motivation

The definition of extrinsic motivation is when an individual performs an activity for the sake of others (Husman & Lens, 1999). According to Cheak and Wessel (2005), externally motivated students seek positive recognition for activities that range from grades to praise. Extrinsic motivation comes from outside factors, which means that an individual has less control. Several researchers (Cheak & Wessel, 2005; Hidi & Harackiewicz, 2000; Ryan & Deci 2000) mentioned that, because extrinsic factors give students less control, they are more prone to deny responsibility for their own actions and, instead, blame others when their intended goal is not obtained. However, there are conflicting views on how academic achievement can either be diminished or increased through the use of extrinsic motivation.

Black (2003) held the belief that extrinsic motivation, such as praise, gained privileges, and tangible rewards, had a detrimental effect on motivation because token rewards motivated students only for a short amount of time. After their effect has worn off, students seek ways to avoid negative responses and conceal their lack of ability with no attempt to work. Also, students seek to measure their success through praise received from grades and by comparison of their efforts and achievements with others who perform at a level below them. Black believed that, in order to foster intrinsic motivation in children, the subject should be taught in a more appealing way to the students.

However, Elton (1996) reported that teaching basic skills to increase student preparation, along with a few extrinsic awards, was a better way to motivate students than to just make the subject interesting. Elton concluded that not all lessons taught could be

perceived as interesting and enjoyable and that students would be unlikely to work hard without recognition through grades. Elton believed that skills gained through preparation would lead to an increase in extrinsic achievement factors. Fulk and Montgomery-Grymes (1994) believed that self-confidence, gained through recognition for a job well done and new found understandings in subject areas, would build a personal interest to want to learn more about that particular subject. Hidi and Harackiewicz (2000) reported that these two types of motivation could “develop hand-in-hand and that such influences and patterns of development may continue over a lifetime of learning and continued engagement” (p. 168).

Achievement Goal Theory

Dweck (1986) reported that it has long been known that factors other than ability impact how children deal with challenges and develop skills in the classroom setting. In the achievement goal theory, a framework is provided to understand why students choose to engage in achievement behavior by an examination of how goal orientations in the classroom structure along with individual behaviors effect: (a) motivation, (b) engagement, and (c) achievement within the school environment (Ames, 1992; Ames & Archer, 1988; Elliot 1999; Elliot, Shell, Henry, & Maier, 2005). There are two primary goal orientations: (a) mastery and (b) performance. Linnenbrink (2005) identified a third orientation, a multiple goal perspective, in which both mastery and performance goal concepts are endorsed. Meece et al. (2006) identified two contrasting orientations found within the two primary goal settings: (a) approach and (b) avoidance. Elliot stated that “in approach motivation, behavior is instigated or directed by a positive or desirable

event or possibility, whereas in avoidance motivation, behavior is instigated or directed by a negative or undesirable event or possibility” (p. 170).

Mastery Approach Orientation

A mastery goal orientation is achieved when an individual focuses internally on the development of his or her ability to master a new skill (Ames & Archer, 1988). In order to achieve a mastery goal, students know that development will take time, and great effort will have to be expended in order to acquire new skills. Dweck (1986) reported that, when an individual is focused on intellectual self-improvement, that person is more likely to explore and engage in challenging tasks for personal development. Mastery students who are willing to take on a more difficult challenge, know that mistakes are part of learning, and as such, they are willing to risk displays of ignorance to truly understand the task at hand. Deemer (2004) concluded that, when students adopt a mastery aligned outlook in the classroom, only positive outcomes would occur.

Mastery Avoidance Orientation

Elliot (1999) and Meece et al., (2006) discussed the negative of the mastery goal orientation. Elliot stated that “mastery-avoidance goals are likely to be pursued when individuals discover, or become concerned, that their skill or abilities are in a state of deterioration” (p. 182). In a recent study, Meece et al., reported that mastery aligned students may strive to avoid engaging in certain learning activities that might lead them to misunderstand concepts or lose skills from a subject previously thought to be mastered. However, Elliot did note that this mastery avoidance approach is more likely to be found as individuals become older and their cognitive skills are decreasing.

Performance Approach Orientation

A performance approach orientation is achieved when an individual's focus is to gain favorable judgments about his or her abilities from an outside source (Elliot & Dweck, 1988). Some researchers (Ames, 1992; Ames & Archer, 1988; Deemer, 2004) found that, often, performance orientations led to less favorable outcomes in the classroom. However, other researchers (Elliot & Dweck; Elliot et al., 2005; Harackiewicz et al., 2002) found that, when performance oriented students were confident in their abilities, mastery like behaviors were utilized that had positive effects on academic performance. In fact, Elliot et al. identified the ways in which performance goals could have an advantage over mastery goals: (a) competence is evaluated by a normative standard, (b) competence is evaluated publicly, (c) the task is boring, (d) feedback is required from an outside source, (e) short term outcomes are considered, and (f) instrumentalities are present. Dweck (1986) cautioned about the use of performance goals by students and stated that the "focus on ability makes their confidence in their ability fragile" (p. 1043).

Performance Avoidance Orientation

Dweck (1986) concluded that, when a performance oriented student lacks ability or confidence, the defensive strategies they implement begin to interfere with their intellectual growth. These students will stay away from challenging tasks in order to avoid unfavorable judgments. If performance avoidant students are unable to stay away from tasks where success is not insured, states of anxiety and insecurity might occur because they cannot protect their sense of self-worth (Elliot et al., 2005).

Multiple Goal Orientation

The concept of a multiple goal orientation was first introduced by Pintrich (2000) who believed that it was possible for students to adopt both mastery and performance approach orientations in the classroom setting. Pintrich identified the type of student for which the multiple goal orientation would be most appropriate:

Students who were concerned about their performance and wanted to do better than others, and at the same times wanted to learn and understand the material had an equally adaptive pattern of motivation, affect cognition, and achievement as those just focused on mastery. (p. 552)

Pintrich further explained that:

Classroom situations often engender some competition and social comparisons, given their general structure, and if students are focused on approaching the competition and comparison, there do not have to be detrimental effects if they are oriented to mastery of their school work. (p. 553)

According to Harackiewicz et al. (2005), students who adopt both mastery and performance goal orientations, might produce the highest level of academic achievement. Harackiewicz et al. identified the ways in which mastery and performance goals could be used together to reach the optimal multiple goal perspective: (a) each goal interacts together for positive outcomes, (b) the specialized positive effects are used for each approach, and (c) there is an individual focus on what approach works best for the given task.

Power of Perception

Perceived feelings of confidence and control play a pivotal role in how students approach their work in the school setting (Linnenbrink, 2005). Individuals' perception of how they view themselves and how they are viewed by others, regardless of the reality, is

linked to academic performance. When personal goal orientations are coupled with a person's perceived beliefs about his or her abilities, a clearer picture of that individual's academic motivation can be formed. There are six patterns of perception that may influence students' academic behavior in the classroom: (a) self-worth, (b) failure avoidance, (c) learned helplessness, (d) work avoidance, (e) revenge seeking, and (f) self-efficacy.

Self-Worth

Self-worth is a self-assessment that one makes about his or her own personal value to society. Seifert (2004) reported that, in Western culture, feelings of self-worth are directly connected to a person's performance. Self-worth beliefs refer to an individual's sense of value as person. All people possess a sense of self-worth and strive to be perceived as important and respected.

Failure Avoidance

Failure avoidance is a defensive behavior that is put in place to protect self-worth in the face of failure. Seifert (2004) stated that "a failure avoidance strategy is not, as the name suggests, a strategy designed to avoid failure. Rather it is a strategy designed to avoid the implication of failure, namely inability" (p. 141). Individuals who adopt this behavior are singularly focused on not looking incompetent and, as a result, they may use one of the following unfavorable strategies to protect their dignity: (a) do not try, (b) set goals too low or high, (c) cheat, and (d) procrastinate. These students believe that effort is synonymous with ability. Therefore, they believe that "smart people do not try hard and people who try hard are not" (p. 141). This defense provides students with an excuse

for poor performance because they feel that, if they did not really try, they did not really fail.

Learned Helplessness

Much like failure avoidant students, students who have adopted a learned helpless behavior believe that educational outcomes that involve effort and ability are out of their control (Seifert, 2004). As a result of that thinking, learned helpless students are unwilling to be involved in the learning process because they feel they will ultimately fail. Learned helpless students are convinced that they are useless because they cannot work for a positive change on their own. They take no credit for successes and always blame themselves for failure.

Work Avoidance

Work avoidant students make in just enough effort to get by (Seifert, 2004). This defense may be practiced by bright students who do not take control over their learning. Raffini (1986) observed that this type of student behaves this way because he or she protects a fragile sense of self-worth. Other researchers (Paas, Tuovinen, van Merriënboer, & Darabi, 2005; Seifert) believe that these capable students exert a minimal amount of effort because they feel the task is: (a) a waste of time, (b) unnecessary for success, or (c) not meaningful to their own needs and desires.

Revenge Seekers

Revenge seekers will not work because they feel that the disruption and distraction that they cause helps them to gain control. These students, according to Seifert (2004), feel resentment toward a teacher or parent because of feelings that they

were treated unfairly or embarrassed at some point. In order to get back at the person who wronged them, they choose to do the opposite of what is expected from them in order to gain some sense of control, even if it means the sacrifice of their own education.

Self Efficacy

Seifert (2004) described self-efficacy as the level of confidence possessed by a person. Confidence helps a person determine whether he or she feels capable to perform and complete a task. Motivation is likely to increase when individuals feel very confident about their ability to complete a task because they feel they can achieve the desired outcome. Efficacious students tend to be more strategic thinkers, who are ready and willing to accept challenges.

According to Martin (2006), the level of confidence a teacher possesses and demonstrates in the classroom directly affects the teacher/student relationship. Martin identified the adaptive traits of teachers' self-efficacy as the ability to: (a) adopt new techniques and strategies when failure occurs, (b) work with high levels of persistence and effort, and (c) use cognitive and emotional processes to work through problematic situations. Teachers with a high sense of self-efficacy are more likely to use a more positive and proactive style of teaching. Grolnick and Ryan (1987) found that students achievement was impacted by the relationship formed with their teacher. Positive relationships, in which students believed that the teacher cared about his or her well being, tended to result in higher social and cognitive development. Teachers, whose warm nature fostered independent learning, were apt to develop students' motivation.

What Can Educators Do to Increase Motivation?

According to Wolk (2003), the reason why students learn too little or do not learn at all is because of their lack of motivation. Wolk believed that strategies for teaching motivation to students should be at the top of school reform agendas. Hootstein (1996) maintained that students could gain the will to learn if they were taught how to do so. Positive teacher behaviors, along with an effective school climate and classroom structures, are important variables needed to influence and foster strong motivational skills within students.

Teacher Behaviors

Numerous research studies (Margolis & McCabe, 2006; Renchler, 1993; Young, 2003) have been conducted to determine how educators could sharpen their professional skills to improve student motivational and engagement behaviors. Legendary UCLA Bruins basketball coach, John Wooden (1980, as cited in Palmer & Smith, 1990) identified the qualities that he possessed which made him such a powerful teacher:

1. professional knowledge,
2. general background knowledge,
3. teaching skills,
4. positive, professional attitude,
5. discipline,
6. relationships,
7. caring nature, and
8. desire for improvement.

In addition, White (1997) maintained that teachers need to show enthusiasm about teaching and genuine care for student's well-being. Fulk and Montgomery-Grymes (1994) noted that teachers should be clear about their expectations so that students know exactly what is expected from them. Also, teachers should, according to Young (2003), take time out to self-evaluate their own performance for insights and improvements.

School Climate

Renchler (1993) maintained that, school staff members need to establish an atmosphere where academic success, through the motivation to learn was rewarded and expected. In Renchler's plan, school officials should show students what they consider to be of value through academic awards and the display of examples of student success around the school. Renchler was a firm believer that success should be recognized in all of its different forms.

According to Black (200), elements of school, home, and community life should be linked together. School officials should utilize a variety of activities that communicate and connect motivational goals taught in school with the students' outside worlds of community and home life. An example would be to schedule members of the community to come and speak to the students about how motivation impacted them in nonacademic settings and tell about how lessons learned in school had positively influenced their lives. School newsletters and statement of goals can be sent home to help parents understand the power of their influence, and how they could help develop those skills with their children to increase academic achievement.

Classroom Structure

Black (2003) perceived teacher interaction as a critical component to develop a sense of control and competence in students. Teachers should find a way to make learning meaningful. It is necessary to communicate the objective of a lesson as well as the reason so the students can understand the importance and relevance of the lesson being taught. Once a lesson begins, students should be intellectually and mentally involved with their learning, and this can be achieved when students are offered choices in instructional settings. These choices should be accepted by the teacher and meaningful to the student (Margolis & McCabe, 2006).

White (1997) argued that one of the keys to promote motivation was to make sure that teachers used a variety of instructional techniques. Students can cooperate instead of compete with each other when they work in group learning to problem solve situations. When students contribute new insights and ideas in a group setting, the learning experience of the class is enhanced as a whole. The use of self-paced instruction, whenever possible, allows the less capable students to experience success without having to struggle against the pace set by faster students.

Above all, Quay and Quaglia (2004) felt that students should be made to feel like they belong in the class. Moments of enjoyment and excitement should be enjoyed by all involved. When students are recognized for their accomplishments and willingness to take on academic risks, it is easier for them to learn from both failures and success without fear.

Goal Setting

Renchler (1993) emphasized that goal setting is an important component for students to gain autonomy because it teaches them how to define their own criteria for success. Teachers need to be acquainted and work with all their students in order to have a complete understanding of their individual strengths, needs, and interests. Once this is achieved, teachers can help students to set challenging individual goals that can be articulated and reached. The provision of specific feedback in a timely manner is constantly needed. The feedback should address what was satisfactorily accomplished by the student as well as suggestions about areas of improvement. Rewards should be provided for students who reach or surpass personal best goals. However, achievements accomplished and rewards received should have personal meaning to the recipient, if not, then it becomes of little value (Rader, 2005). Wang and Yang (2003) maintained that teachers should not allow students to judge their performance against each other; instead, they should focus on the students' judgment of themselves. Rader (2005) stated that "to develop this sense of control, ownership, autonomy, students require opportunities to learn the skills necessary to make sound choices, evaluate decisions, and solve problems" (p. 123). The use of goal setting allows students to replace social comparisons with critical self-evaluations which allow them to have greater autonomy and control over their educational career.

RISE Model

Hootstein (1998) developed a four step model based on: (a) relevant subject matter; (b) interesting instruction, (c) satisfied learner, and (d) expectation for success,

known as RISE, to make learning inherently more appealing. Hootstein felt the use of these four steps could increase student achievement and motivation through: (a) interest, (b) personalization, (c) instruction, (d) reinforcement of extrinsic and intrinsic values, and (e) the achievement of success.

The first step in Hootstein's (1998) model is to make sure that the subject matter is relevant. The content needs to relate to the students' goals, interests, and experiences. Also, the value of the learning activity must be clearly communicated to the students.

In the second step, the instruction must be interesting. Hootstein (1998) believed that teachers can deepen student curiosity when they provide new and different information on a subject about which the students have a clear understanding. Examples and analogies can be used to relate the new content with their existing knowledge base.

Hootstein's (1998) third step is that students become satisfied learners. Feedback about performance is given to students on individual goals. If students show improvement or reach a certain goal, they are given rewards that have informational value. Student interest will increase on tasks when feedback is provided, and rewards are obtained.

An expectation for success is Hootstein's (1998) final step. Students should be allowed to make personal decisions in regard to goal setting and instructional choices. Students are encouraged to use self-made affirmation statements as learning strategies to help them reach their goal. As a result, they will expend more effort and become more involved in the learning process when they are able to plan, monitor, and evaluate their own learning.

Misconceptions

According to Linnenbrink (2005), education is a field of study where, constantly, researchers debate about the theories and issues formulated by their peers. However, in the debates, proponents ignore concepts that invalidate their position or point of view. An objective observer can look at the relevant facts of the issue at hand and begin to formulate a new or improved theory based on information taken from the opposing sides.

Classroom Management vs. Motivation

It was Bartholomew's (2007) position that there are teachers in the field of education who believe that effective classroom management builds motivation in students. However, Bartholomew pointed out that successful behavior does not, necessarily, result in motivation in students. "Control and compliance will not in themselves create a climate for academic attainment. Indeed, in some cases, they may actually prove to be a disincentive to learning. Causes of disengagement vary, from boredom and frustration to anger and depression" (p. 595). It is true that the use of effective classroom management can provide the opportunity for students to develop the motivation to take charge of their own learning. Although, for that to happen, educators have to focus on why students are unmotivated and not place all their attention on reduction of the detrimental behaviors that are, in effect, symptoms of the problem.

Cooperation vs. Competition

Wang and Zang (2003) wrote that "elevating competition among students in learning may discourage students from learning" (p. 121). Many educators believe this statement is true in all situations and, therefore, they discourage the use of competition in

their classroom completely and, instead, focus on the positive acts of competition. Perry (1975) brought up a valid point, and stated that “man has an inherited side enabling many different kinds of development, and he turns out to be what society teaches him to be, in respect both of competition and cooperation” (p. 128). Linnenbrink (2005) proposed that competition is a skill that can be taught and utilized in the classroom setting under the right condition. Linnenbrink envisioned a multiple goal oriented class that consisted of small groups which competed against other groups, rather than individuals. Similar to Linnenbrink’s later theory, Perry asserted that “competition and co-operation are not opposites or contraries. Each, in the current usage, implies the other” (p. 128).

Chapter Summary

It is a widely accepted fact that motivation is dependent upon the importance that an individual places on reaching a particular goal. Persistence and persistence are utilized to help a person move toward the attainment of those goals. Conflicting views in the research literature can be seen in the theories about the psychology of motivational research and in the importance and understanding of the two main types of motivation. Even though there are conflicting thoughts on motivation, the purpose of the research is similar. Researchers want to understand what motivation is, in order to recognize why students lack it, in order to find the best way to foster its growth in students. In Chapter 3, this author will detail the methods used to conduct this research project.

Chapter 3

METHOD

The development of a menu of strategies to build motivation in the classroom will be the focal point of this project. Educational reform, focused on the improvement of motivation is desperately needed, at both the school district and individual classroom level. District officials, administrators, and teachers alike need to establish a supportive environment where motivation skills are taught to students. Hopefully, an increased emphasis on teaching motivational skills will instill in students the belief that learning is both beneficial and worthwhile.

Target Audience

The strategies presented in this project are intended to support elementary teachers, specifically those who teach in the intermediate grades. However, it is likely, that educators, who work at the middle and high school level, can make slight alterations to correspond with the needs of their older students. The teachers who are interested in this project can be identified as those who: (a) work with unmotivated, apathetic students who do not strive to reach their full academic potential; (b) wish to increase the desire to learn within their students; and (c) want to improve academic effort and achievement in the classroom.

Goals and Procedures

The goal of this project will be to provide teachers with a menu of options to

detail how they can increase academic achievement and influence the development of motivation within students. The menu will be arranged into four different sections in order to focus on: (a) a concise review of literature, (b) effective teacher behaviors, (c) the optimal classroom environment, and (d) best practices for teaching the core subjects. In Section A, the focus will be to inform the target audience about the different states of motivation and how they affect an individual's approach to academics. In Sections B-D, this author will specify how the use of research based best practices can be implemented in the classroom.

Peer Assessment

Three teachers in both the primary and intermediate grades will be asked to provide informal feedback on the menu of options. Each reviewer will be given a copy of the menu of options guide and asked to give strengths and constructive criticism on how to improve it. Comments, suggestions, and recommendations made by each reviewer were made on their copy of the guide.

Chapter Summary

Effective pedagogy in the classroom, which fosters the growth of student motivation, is severely needed in schools today. An extensive review of literature was conducted by this researcher as a means to identify the best strategies on building motivation in order to develop a resource guide for teachers to use in the classroom to foster the development of student motivation. A descriptive outline for each slide of the PowerPoint version of the menu will be provided in Chapter 4. In Chapter 5, a discussion on this project will be offered.

Chapter 4

RESULTS

The intent of this project was to develop a list of options for teachers to build academic motivation in the classroom. The strategies offered in the PowerPoint presentation were grounded in research based practices that focused on what effective teachers do to craft the optimal learning environment in the classroom. The objective of this project will be met if the educators in attendance during the presentation were able to use their newfound knowledge to increase the growth of academic motivation of the students they work with daily.

A detailed descriptive outline for each slide of the presentation follows on the next page. It is important to point out that each educator who viewed the presentation was given a printed outline copy of the complete PowerPoint presentation with a place to write down notes next to each slide.

The "Want"


- All support given by teachers just lays the foundation for students to learn how to learn
- Students will not truly be motivated to learn until they personally "want" to do so



Building the motivation to learn within a student is a very complex task that to which teachers are assigned. The challenge in teaching students how to be motivated stems from the fact that learning is based on the drive and desire an individual must personally possess. Although teachers can use a variety of different techniques to foster this development, it must be understood that it is all just ancillary support. A student must internally possess the desire to learn. Until a student decides that they want to learn for internal or external reasons, regardless of how good a teacher is at motivation a student cannot be coerced into learning. (The presenter will now move on to the next slide.)

Misconceptions

- Classroom management
- Competition



Throughout my time in the classroom and my extensive research on motivation I have come to realize that effective classroom management does not necessarily foster the development of motivation for students to learn in the classroom. Educators may be opposed to using competition and extrinsic rewards in the classroom because of the long held notion that they will adversely affect student motivation. However, in certain circumstances these two factors may actually nurture the growth of one's desire to learn. (The presenter will now move on to the next slide.)

Classroom Management vs. Motivation

- Effective classroom management does not create instant motivation
- Rituals and routines seen as domineering may actually unmotivate students



Educators are taught that firm classroom management is needed to keep order in the classroom. The establishment of rituals and routines are used to create a climate that ensures that effective learning takes place. A system of rewards and consequences depending on the students' individual and group actions in adherence to the rules must be consistently and fairly enforced. Effective classroom management is linked with motivation and discipline in the fact that it gives students the opportunity to develop the desire to learn and conduct themselves in a socially appropriate manner. Classroom management provides the structure to develop motivation and discipline but students can choose not to comply.

Case in point: An experienced teacher is placed with a class of students with severe behavioral issues and little desire to learn. From the onset of the year, this teacher had in place an effective classroom management system. The students were given and

understood the expectations which were fair and consistent. One student in particular was able to benefit from this learning environment, and made a drastic change in both her behavior and desire to learn. Although it may seem like the example of this class would show how classroom management can encourage the growth of the students' motivation to learn, nothing could be further from the truth. The student that made great strides was actually the exception. That is not to say that the other students were not motivated, it is just they were motivated not to change their academic or social behaviors. In fact, there were some students who became more resistive to learning because they viewed the classroom management system as too controlling and frustrating. I was the teacher in this scenario, and I learned more about classroom management that year over all my other years combined. Reflecting on this experience led to my epiphany on classroom management and motivation which was later confirmed by Bartholomew's (2007) research. (The presenter will now move on to the next slide.)

Cooperation vs. Competition

- Cooperation should not be removed from the classroom
- Some students are motivated by the opportunity to compete
- Group work can include elements of competition and cooperation



Students are sheltered from competition in the classroom because of the belief that it has the power to hamper their determination to learn. Instead students are taught how to work together in cooperative groups. Yet, when they become adults it is inevitable that they will have to face competition on a consistent basis. It is true that competition in the classroom can dissuade one from learning (Wang and Zang, 2003) but that fact does not apply to all classroom situations nor to every student. In fact there are actually students who are driven to learn for the purpose of doing better than their peers or surpassing outsiders' expectations of their intelligence.

Linnenbrink (2005) theorized that under the right conditions, competition and cooperation could be coupled together in the classroom for the purpose of building motivation. A teacher for instance, could divide the class up into small, equal, heterogeneous groups for math. The small groups would compete with each other to see

which group performs best over a predetermined time. Groups could also compete with themselves to see if they could make improvements to help them best their previous achievements. Each group could be ranked according to their performance on group and individual assignments. This way the students get the exposure to both elements of cooperation and competition and benefit from each one. (The presenter will now move on to the next slide.)

Different Motivational Orientations

- Mastery
- Performance
- Multiple Goal



Motivation is a concept that can be classified into two categories; intrinsic and extrinsic. Ideally educators and parents alike want their students to be motivated for intrinsic reasons. Intrinsic or internally motivated students have a self determination that makes them simply interested in learning. Extrinsic or externally motivated students learn for outside factors such as grades or praise. It has been reported (Black, 2003; Cheak & Wessel, 2005; Husman & Lens, 1999) that extrinsic factors, over time, can decrease academic motivation and achievement. However, the same argument can be made for intrinsically motivated students as well (Elliot, 1999; Meece et al., 2006). (The presenter will now move on to the next slide.)

Mastery Aligned Students

- Want to master a task
- Have a passion for learning
- Are willing to take risks
- Are able to learn from mistakes
- View knowledge as a reward



A multitude of studies (Ames & Archer, 1988; Deemer, 2004; Dweck, 1986) have reported that mastery aligned students are the prime example of what a top notch student should be. Students that have a mastery or intrinsic orientation towards learning understand the value of learning and work hard to acquire the skills needed to succeed. These types of students are likely to show a passion and persistence for learning in order to master a skill. They know that their personal development will take time and immense effort. They understand that mistakes will be made and tasks will be difficult but both of those hardships are necessary in order for them to truly understand and master any given task. Therefore, these students are willing to take risks and genuinely enjoy the process of learning. (The presenter will now move on to the next slide.)

Performance Aligned Students

- Try to impress others by showing what they know
- Want grades, praise, and rewards for their achievements



Students who have a performance orientation are closely associated with extrinsic learners in the fact that they are motivated by external reasons. These students focus on how their performance on a task will be viewed by others. They strive to look competent in the eyes of others, and this is what ultimately drives them to do well in the classroom. A performance based outlook in the classroom has been viewed by researchers (Ames & Archer, 1998; Deemer, 2004) as detrimental to learning because it has the ability to negatively impact motivation. This leads to a major contradiction that is often found in the classroom.

Educators expect their students to master the content taught and enjoy learning for learning's sake, yet this is not how they are judged. Instead we test students and evaluate them on their performance. Educators use the results from a student's performance on a task to show competency of mastering a task. A great example on how performance is

more highly viewed than learning for the sake of learning is in the state-wide assessments. The Colorado State Assessment Program (CSAP) tests all Colorado students on standards they are to master by the end of the year, yet this test is usually given two months before they are expected to master the content. Students and schools are judged on their performance on this test, and both are ranked accordingly. Those results are then published in the media and the information given helps parents decide where to send their children to school. It appears as if the public and school personnel place a higher value on student performance than the mastery and enjoyment of learning. (The presenter will now move on to the next slide.)

Multiple Goal Aligned Students

- Are motivated by intrinsic and extrinsic factors
- Are most suited to succeed in the school environment



The Pintrich study (2005) concluded that it is possible to have an individual that embraces both mastery and performance orientations in the classroom. Pintrich theorized that students with this particular orientation might produce the highest level of academic success. His theory came from the fact that not only would students wish to master a skill, they would more than likely want to prove their ability to others and in turn perform well on tests or work to receive high marks. If a learning activity was boring or seen as unneeded, students would still work to do well on the assignment because they want to do well in the eyes of others. If a student made a mistake and didn't perform as well on a task, they could take the opportunity to learn from that experience. The multiple goal orientation is so dynamic because it uses the strengths of both traits. This is much more powerful than using either trait individually because each trait has the ability to support any flaw found in the opposing trait. (The presenter will move to the next slide.)

Reasons Why Students are Unmotivated

- Failure Avoidant
- Work Avoidant
- Learned Helplessness
- Revenge Seekers



Although performance and mastery orientations have positive effects in the classroom, they can also lead to negative ones as well. When students motivated by internal or external factors lack confidence or are insecure about their ability, they begin to set up damaging defense mechanisms to protect their fragile sense of self-worth. In most cases students do not consciously realize the defenses they put in place or the damaging effects occur as a result. There are four main strategies that may be implemented: (a) failure avoidant, (b) work avoidant, (c) learned helplessness, and (d) revenge seekers. (The presenter will now move on to the next slide.)

Failure Avoidant

- Put forth no effort to avoid the implication of failure
- Justify their actions with the belief that they failed because they "did not try"



Seifert (2004) described failure avoidance best when he stated that “a failure avoidance strategy is not, as the name suggests, a strategy designed to avoid failure. Rather it is a strategy designed to avoid the implication of failure, namely inability.” (p. 141). These students believe that it is a lack of effort that makes them incompetent; they justify their failure by acknowledging that they could have tried harder and therefore do not see the final result as a failure. Consequently, these students are more likely to: (a) cheat, (b) procrastinate, (c) set unreasonable goals, or (d) simply not try (Seifert, 2004). (The presenter will now move on to the next slide.)

Work Avoidant

- Capable students who see no value in the learning taking place
- They do just enough work to get by



Work avoidant students are capable students who do just enough to narrowly get by. These types of students might actually have an internal desire to learn but they see class work as a waste of time because it does not focus on what they are passionate about. Even though they are not failing, they are not putting forth their best effort because they do not see the benefits of the learning environment. (The presenter will now move on to the next slide.)

Students Who Use Learned Helplessness

- Believe that outside factors will always keep them from succeeding
- Are unwilling to try because they think will always fail
- Lack the confidence to trust in their own abilities



Students who use a learned helplessness strategy believe that it is external factors that control their performance in education. These students are unwilling to participate in the educational process because they believe that they lack the intelligence to actually succeed so in their mind they have already failed. (The presenter will now move on to the next slide.)

Revenge Seekers

- Feel that they have been cheated by the school system
- Seek to gain control by misbehaving



Similar to the learned helplessness, defensive revenge seekers use external factors as an excuse not to learn. At some point in time these students feel that they have been humiliated or disrespected in the school setting. In order to get back at those that wronged them, they are willing to do the opposite of what is expected of them in the classroom as a means to gain back some sense of control. (The presenter will now move on to the next slide.)

The Optimal Learning Environment Offers...



- Goal setting
- Instructional choices
- Recognition for academic success
- The connection between school and the outside world



For the most part, it seems like a majority of students have the ability to achieve academic success. The problem comes when students lack the will and desire to want to learn. Even though school officials cannot make their students want to learn, they can structure the school environment to be conducive for influencing and teaching students how to become motivated to learn. In order for a school to be successful in this endeavor, it must have highly skilled teachers who: (a) have high expectations and goals set for their students, (b) communicate and connect elements of the students' outside life within the classroom setting, and (c), reward academic success in all its forms. (The presenter will now move on to the next slide.)

Goal Setting

- Individually set personal goals
- Classroom and Non Classroom goals should be...
 - Practical
 - Obtainable
 - Measurable
- Consistent feedback must be given by the teacher
- Accomplishments should be rewarded



Goal setting allows students to have autonomy and take control of their learning.

Educators can place goals that they want students to accomplish but it is more beneficial if the students themselves learn how to set their own goals. Goals that students set should be: (a) practical, (b) obtainable, and (c) measurable. Students should be allowed to set academic as well as non-academic goals. Teachers must be able to help students plan, monitor, and evaluate their progress towards their intended goal.

Teachers should plan to meet individually with students and give them feedback on their progression. The feedback has to be specific to the students' needs and consistently given. Students should also be taught how to reflect and self-evaluate their own development. When students reach their target they should be rewarded.

Recognition for Academic Success



- Rewards must be meaningful and tangible to the students
- Success in all forms should be celebrated and displayed throughout the school



The rewards given for achievements have to be tangible and meaningful to each student. School officials should clearly communicate what students need to demonstrate in order to be successful. The value of what members of the school deem to be important should be displayed throughout the school in the form of academic awards and examples of student success. Rewards given for risks taken and accomplishments of personal goals help students realize that they will be recognized and rewarded for a job well done. (The presenter will now move on to the next slide.)

Instructional Choices

- Connect the learning with students...
 - Experiences
 - Interests
 - Needs
- Helps students feel like they belong
- Offer both individual and group activities
- Use self-paced instruction when feasible



Each individual in the classroom is unique but all students want to feel comfortable and at home in the school environment. Offering different instructional choices allows educators to help students feel like they belong in the classroom.

Educators must not only focus on teaching to the standards expected to be taught, they must also structure their content to relate to their students' own: (a) experience, (b) interest, and (c) goals.

In my first year teaching, I worked with a group of students that saw no value in academic learning. I followed a set curriculum on American government. I did not have much success with the unit until I reached the lesson on the court systems. A majority of my students had been through the court system, either personally or through their parents, or other immediate family members. Once I began the lesson I was able to influence the students' learning by keying into their personal life experience. I was able to adjust the

curriculum and teach to the interest and needs of my students. I was able to use their curiosity about this subject in other aspects of learning.

Educators should try and make learning activities enjoyable whenever possible. When the learning that takes place in the classroom is not enjoyable it should be meaningful. If the lesson is needed and will not be viewed upon as fun its: (a) purpose, (b) importance, and (c) relevance must be communicated to the student. These choices can be offered in both individual and group settings. As stated, using cooperation and competition in the group setting is one way. Another example would be to use self-paced instruction. Self-paced instruction is a win-win situation for all students. Fast learners are not hampered or delayed by their slower counterparts and less capable students are allowed to work in settings where they can experience success with students that are a bit more gifted. (The presenter will now move on to the next slide.)

Make their "Worlds Collide"

- Bring in outside resources from the community
- Connect aspects of school, home, and community together



Students should be shown that motivational skills taught in school settings can transfer to the student's life outside the school. School officials and parents must work together to stress the importance of motivation in all aspects of their students' lives. Allowing members of the community to come and speak with students on how motivation has impacted their lives in nonacademic settings could have a powerful influence on the students.

Just recently my wife, joined by a few of her professional girl-friends, decided to start a small, weekly, after school girls' group. Their focus is on increasing the girls' academic skills as well as their life skills. The group is set up so that the girls hear from the facilitators who will share their experiences from inside and outside of the classroom. We are hoping this extra-curricular activity will have positive implications that will transfer to the classroom. (Presenter will move to the next slide.)

Effective Teacher Behaviors

- Knowledge
- Relationships
- Expectations
- Ability to Teach



Teachers play a critical role in the development of academic motivation within their students. Teachers spend at least a quarter of their day working with students, and therefore have the opportunity to use this time to foster the growth of an enthusiasm for learning. In order to do this a highly effective teachers must be: (a) knowledgeable, (b) able to form positive relationships with their pupils, and (c) have the talent to teach. (The presenter will now move on to the next slide.)

Knowledge

- Professional knowledge
- General background knowledge
- Understand your students on a personal level



A skilled teacher must be knowledgeable in the area that they teach. They should also have a wide range of knowledge of ancillary subjects that are not necessarily connected with the subject(s) that they teach. Having this background knowledge, may be helpful in understanding how to communicate or teach to their students' experiences and interests. Educators who have a comprehensive understanding about their students' strengths, needs, and interests possess valuable skills needed to form influential relationships. (The presenter will now move on to the next slide.)

Relationships

- Let students know you care about their well-being
- Have open communication with your students
- Set high obtainable expectations



In addition to knowing about his or her students, a teacher must also genuinely care about the pupils. It is imperative that teachers want their students to succeed in the classroom and beyond. Studies (Grolnick & Ryan, 1987; Martin, 2006) have found that a positive teacher-student relationship has the power to boost academic achievement and motivation. Students who understand that their teacher cares about his or her well-being, and will work to help the student achieve, are more than willing to take on academic risks, and will rise to their teachers' expectations. Teachers must set high, obtainable standards for their students. These standards should be clearly communicated to the students, and the students should be given the tools required to meet those expectations. (The presenter will now move on to the next slide.)



Teaching is a profession where having a mastery level grasp of the content is not enough. It is key for teachers to be able to transfer their knowledge of a given subject to their learners in a way that is understood. Educators who are reflective and have the ability to adapt and adopt new strategies when faced with problematic situations, have the capacity to meet the growing need to help students understand the importance of motivation in their education. (The presentation ends here.)

Chapter Summary

The PowerPoint presentation introduced in this chapter was developed and presented in the hope of building motivation in the classroom. An informative monologue was included with the actual PowerPoint slides which communicated a more detailed explanation of each presented topic. The fifth and final chapter will focus on a discussion of the complete program.

Chapter 5

DISCUSSION

There are no absolutes when it comes to helping students become motivated to reach their full academic potential. Each individual student has a unique set of experiences and interests that shape how one will behave and work in the academic setting. Therefore, a motivational technique that may positively impact one student has the ability to adversely influence another. It is this fact which makes building motivation such an arduous task for educators. This project was designed to present educators with an assortment of strategies tailored to foster the development of academic motivation within a diverse group of students.

This presentation was offered to educators during a professional development workshop. Before the final PowerPoint presentation was completed, three teachers were asked to review a preliminary version. This researcher chose these reviewers based off their diversity in three areas:

1. experience: novice to veteran,
2. grades taught: primary to intermediate, and
3. teaching philosophy.

The reviewers were given a hardcopy of the PowerPoint accompanied by a detailed narrative of each slide. As the teachers critically analyzed the presentation they were asked to give feedback on three areas: (a) strengths, (b) limitations, and (c) suggestions

for future improvements. The constructive criticism given in each area was incorporated into the components of this chapter.

After the presentation was given, this reviewer talked briefly with some of the participants to get an informal feel on their thoughts about the presentation. A majority of the educators in attendance agreed that they felt like they came away from the workshop with strategies that they would like to put in place instantly. After reading the comments from the reviewers and debriefing with the participants this reviewer found four areas that were considered to be strengths by both groups:

1. A little competition helps those students who strive on being better than their peers or proving others wrong. These teachers liked the idea of breaking into small heterogeneous groups for math and having those groups compete with other groups and individually. That way, those students that strive during competition can shine and feel fulfilled, but it also gives the students who struggle with math the chance to feel like they have succeeded by working with a group.
2. Classrooms are composed of both intrinsic and extrinsic learners. There are students who learn something, either at school or at home, and can't wait to share what they have discovered or conquered. These students are passionate about learning and want to do their best because they truly want to understand the task at hand. Seeing the sense of accomplishment in these students' eyes is why they teach. There are also students who learn to please and impress others with their knowledge.

Getting a high grade on a test is what drives them and makes them proud. Again, seeing these students feel a sense of accomplishment is why they teach. All the teachers agreed that as educators we place a huge emphasis on the latter, letting test scores and state test scores drive our teaching. Having been exposed to that reality the teachers concluded that there is a middle ground and that it's important to motivate students by intrinsic and extrinsic factors.

3. Finding out about students' experiences, interests and goals and using those to tie into the teaching standard seems like the most beneficial way to motivate students to want to learn. The teachers know they have to follow curriculum and teach to the standards, but spicing up the mandatory materials with student connections might be the way to get students engaged and thus, learning. Also, including outside speakers from the community or making student learning tie in with the community would also help increase students interest and motivate them to learn.
4. The teachers also like the idea of letting students pick their own goals. Because of a lack of time, the idea of teaching students how to reflect and self-evaluate their own development seems like a good solution and will help limit time in individual meetings. If students are able to come to one-on-one meetings with realistic ideas on how they have worked on their goals and what they still need to improve, then meetings would take up less time and be more beneficial than meetings where the teacher has to

start from scratch. The teachers did stress that their students struggle with adequately evaluating themselves. Most students either are too self-critical and don't give themselves credit when deserved, or are the opposite and are always giving themselves credit, whether it is deserved or not. The teachers felt that time did need to be spent actually showing our students how to constructively evaluate their development.

Limitations of the Project

After re-examining this entire project, this researcher has found some limitations to the material offered in the presentation. There are three main limitations centered on the fact that some techniques are given in terms that are too vague.

1. Specific strategies were given on how teachers could use competition and cooperation to build motivation in math through groups. None of the other subjects such as Literacy, Science, and Social Studies were specifically addressed in the presentation. Researching current best practices for using competition and cooperation effectively in these subjects would be helpful in addressing this problem.
2. Participants were informed about four distinct reasons why students are unmotivated to learn but no specific strategies were given to alleviate the detrimental behavior. Specific strategies tailored to meet the needs of each negative behavior developed from more research with each behavior would be needed to accomplish this goal.
3. In the review of literature educators were informed about the positive and

negative aspect of intrinsic and extrinsic motivation. Information was given to the participants on how to foster the positive development of both types of motivation. More research in this area would be needed to help educators have specific strategies in place when they realize that their students are starting to become adversely affected by strategies intended to increase the desire to learn.

Suggestions for Future Developments of the Project

Motivation is a complex field of study that constantly needs to be researched. Insights gained from the feedback on the strengths and limitations of the project have helped this researcher ascertain changes that could be made in the future to improve this project. Suggestions for future improvements could include a follow up study with participants that:

1. determine specific strategies used in each of the content areas,
2. track student progress academically after implementation of strategies,
3. comparison of classrooms that used similar techniques based on student attitude and achievement.

The reviewers also recommended that the review of literature have a section that focused on how influences outside of the school impact students' academic motivation.

Project Summary

In order for this project to be considered a success, educators exposed to this presentation needed to have left the presentation with a variety of techniques with direct applications to build motivation in the classroom. After hearing the positive responses

from the reviewers and participants, this researcher feels that project was a complete success. The strength of this project can be found in the positive aspects such as using: (a) cooperation and competition, (b) outside resources, (c) elements of intrinsic and extrinsic motivation, and (d) goal setting in the classroom to improve academic motivation. The knowledge of the beneficial parts of the project coupled with the limitation of presenting some strategies in too general terms will help this researcher adjust and improve the presentation for future participants.

REFERENCE

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261-271.
- Ames, C., & Archer J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*(3), 260-267.
- Bartholomew, B. (2007). Why we can't always get what we want. *Phi Delta Kappan, 88*(8), 593-598.
- Black, S. (2003). Engaging the disengaged. *American School Board Journal, 190*(12), 58-60.
- Cheak, M., & Wessel, J. (2005). Motivation. *Illinois Reading Council Journal, 33*(3), 60-62.
- Deemer, S. (2004). Classroom goal orientation in high school classrooms: Revealing links between teacher beliefs and classroom environments. *Educational Research, 46*(1), 73-90.
- Dweck, C. (1986). Motivational processes affecting learning. *American Psychologist, 41*(10), 1040-1048.
- Elliot, A. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist, 34*(3), 169-189.
- Elliot, A., Shell, M., Henry, K., & Maier, M. (2005). Achievement goals, performance contingencies, and performance attainment: An experimental test. *Journal of Educational Psychology, 97*(4), 630-640.
- Elliot, E., & Dweck, C. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology, 54*(1), 5-12.
- Elton, L. (1996). Strategies to enhance student motivation: A conceptual analysis. *Studies in Higher Education, 21*(1), 57-66.
- Fulk, B., & Montgomery-Grymes, D. (1994). Strategies to improve student motivation. *Intervention in School & Clinic, 30*(1), 28-37.
- Glynn, S., Aultman, L., & Owens, A. (2005). Motivation to learn in general education programs. *The Journal of General Education, 54*(2), 150-170.

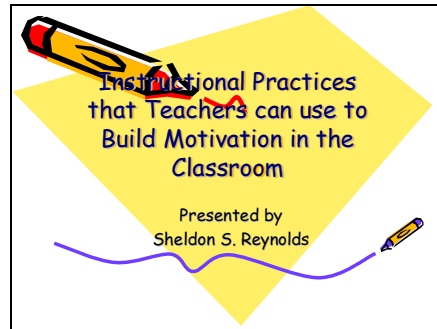
- Grolnick, W., & Ryan, R. (1987). Autonomy in children's learning: An experimental and individual difference investigation. *Journal of Personality and Social Psychology*, 52(5), 890-898.
- Harackiewicz, J., Barron, K., Pintrich, P., Elliot, A., & Thrash T. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94(3), 638-645.
- Hidi, S., & Harackiewicz, J. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151-179.
- Hootstein, E. (1998). Motivating the unmotivated child. *Teaching PreK-8*, (29)3, 58-59.
- Husman, J., & Lens, W. (1999). The role of the future in student motivation. *Educational Psychologist*, 34(2), 113-125.
- Linnenbrink, E. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology*, 97(2), 197-213.
- Margolis, H., & McCabe, P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School & Clinic*, 41(4), 218-227.
- Martin, A. (2006). The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching. *Asia-Pacific Journal of Teacher Education*, 34(1), 73-93.
- Meece, J., Anderman, E., & Anderman, L. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology*, 57, 487-503.
- Nolen, S. (1988). Reasons for studying: Motivational orientations and study strategies. *Cognition and Instruction*, 5(4), 269-287.
- Paas, F., Tuovinen, J., van Merriënboer, J., & Darabi, A. (2005). A motivational perspective on the relation between mental effort and performance: Optimizing involvement in instruction. *Educational Technology Research & Development*, 53(3), 25-34.
- Palmer, J., & Smith, B. (1990). What a teacher can learn from a coach. *Education Digest*, 110(4), 516.
- Perry, L. (1975). Competition and co-operation. *British Journal of Educational Studies*, 23(2), 127-134.

- Pintrich, P. (2000). Multiple goals, multiple pathways: The role of goal orientations in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
- Quay, S., & Quaglia, R. (2004). Creating a classroom culture that inspires student learning. *Teaching Professor*, 18(2), 1-5.
- Rader, L. (2005). Goal setting for students and teachers. *Clearing House*, 78(3), 123-126.
- Raffini, J. (1986). Student apathy: A motivational dilemma. *Educational Leadership*, 44(1), 53-55.
- Renchler, R. (1993). School leadership and student motivation. *Emergency Librarian*, 21(2), 30-34.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Seifert, T. (2004). Understanding student motivation. *Educational Research*, 46(2), 137-149.
- Wang, H., & Yang, B. (2003). Why competition may discourage students from learning? A behavioral economic analysis. *Education Economics*, 11(2), 117-128.
- White, A. (1997). Keys to the might of motivation. *Education Digest*, 62(7), 62-64.
- Wolk, R. (2003). Worlds apart. *Teacher Magazine*, 14(5), 5-7.
- Young, A. (2003). The challenge to challenge. *College Teaching*, 51(4), 127-130.

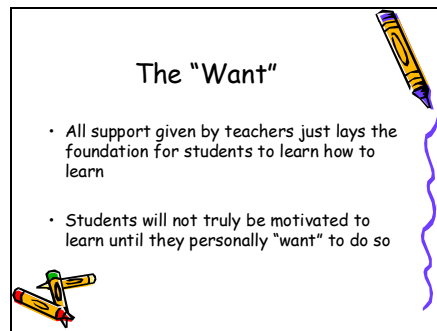
Appendix A
Presentation Handout

Presentation Handout

Slide 1

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Slide 2

[illegible]

Slide 3

Misconceptions



- Classroom management
- Competition



Slide 4

Classroom Management vs. Motivation



- Effective classroom management does not create instant motivation
- Rituals and routines seen as domineering may actually unmotivate students



Slide 5

Cooperation vs. Competition

- Cooperation should not be removed from the classroom
- Some students are motivated by the opportunity to compete
- Group work can include elements of competition and cooperation



Slide 6

Different Motivational Orientations

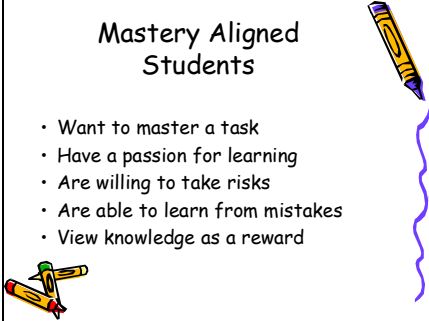
- Mastery
- Performance
- Multiple Goal



Slide 7

Mastery Aligned Students

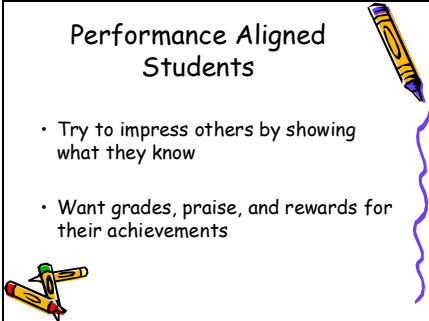
- Want to master a task
- Have a passion for learning
- Are willing to take risks
- Are able to learn from mistakes
- View knowledge as a reward



Slide 8

Performance Aligned Students

- Try to impress others by showing what they know
- Want grades, praise, and rewards for their achievements



Slide 9

Multiple Goal Aligned Students

- Are motivated by intrinsic and extrinsic factors
- Are most suited to succeed in the school environment

[illegible]

Slide 10

Reasons Why Students are Unmotivated

- Failure Avoidant
- Work Avoidant
- Learned Helplessness
- Revenge Seekers

[illegible]

Slide 11

Failure Avoidant

- Put forth no effort to avoid the implication of failure
- Justify their actions with the belief that they failed because they "did not try"

[illegible]

Slide 12

Work Avoidant

- Capable students who see no value in the learning taking place
- They do just enough work to get by

[illegible]

Slide 13

Students Who Use Learned Helplessness

- Believe that outside factors will always keep them from succeeding
- Are unwilling to try because they think will always fail
- Lack the confidence to trust in their own abilities

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

Slide 14

Revenge Seekers

- Feel that they have been cheated by the school system
- Seek to gain control by misbehaving

[illegible]

Slide 15

The Optimal Learning Environment Offers...

- Goal setting
- Instructional choices
- Recognition for academic success
- The connection between school and the outside world

[illegible]

Slide 16

Goal Setting

- Individually set personal goals
- Classroom and Non Classroom goals should be...
 - Practical
 - Obtainable
 - Measurable
- Consistent feedback must be given by the teacher
- Accomplishments should be rewarded

[illegible]

Slide 17

Recognition for Academic Success



- Rewards must be meaningful and tangible to the students
- Success in all forms should be celebrated and displayed throughout the school

[illegible]

Slide 18

Instructional Choices

- Connect the learning with students...
 - Experiences
 - Interests
 - Needs
- Helps students feel like they belong
- Offer both individual and group activities
- Use self-paced instruction when feasible

[illegible]

Slide 19

Make their "Worlds Collide"

- Bring in outside resources from the community
- Connect aspects of school, home, and community together

[illegible]

Slide 20

Effective Teacher Behaviors

- Knowledge
- Relationships
- Expectations
- Ability to Teach

[illegible]

Slide 21

Knowledge

- Professional knowledge
- General background knowledge
- Understand your students on a personal level

[illegible]

Slide 22

Relationships

- Let students know you care about their well-being
- Have open communication with your students
- Set high obtainable expectations

[illegible]

Slide 23

Ability to Teach

- Be reflective and adaptive
- Be a good communicator
- Be able to transfer your knowledge

[illegible]

Appendix B

Recommended Reading

Recommended Reading

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271.
- Elliot, A. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34(3), 169-189.
- Harackiewicz, J., Barron, K., Pintrich, P., Elliot, A., & Thrash T. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94(3), 638-645.
- Linnenbrink, E. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology*, 97(2), 197-213.
- Martin, A. (2006). The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching. *Asia-Pacific Journal of Teacher Education*, 34(1), 73-93.
- Pintrich, P. (2000). Multiple goals, multiple pathways: The role of goal orientations in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
- Rader, L. (2005). Goal setting for students and teachers. *Clearing House*, 78(3), 123-126

